



Project Name Monroe Elementary

Project Dates Fall 2018 - Present

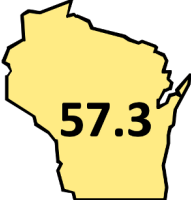

Project Description

Monroe Elementary is located in Janesville, WI and serves students from Kindergarten through 5th grade. As part of a larger district project, we have provided leadership coaching to the principal and instructional coach over the last five years. Primarily this involved supporting the leaders to enact significant changes in their literacy program and PLC development. Prior to starting our work in 2018, Monroe was labeled as “Meets Few Expectations” on the Wisconsin state accountability system. This is the second lowest category. At the end of the 2021–2022 school year, they were reclassified as “Exceeds Expectations” the second highest category in the system. They are currently in the nomination process for a prestigious national award.

School Demographics

- Race and ethnicity – 5.6% Black or African-American; 2.0% Asian or Pacific Islander; 15% Hispanic/Latino; 0% American Indian; 8.5% Two or More Races; 68.9% White
- Economically disadvantaged – 42.9%
- English as a Second language – 7.3%
- Student enrollment – 354
- Rural/Urban/Suburban – Suburban

Results

School Report Card 2017 – 2018	School Report Card 2021 – 2022
<p>Overall Score</p>  <p>57.3</p> <p>★ ★ ☆ ☆ ☆ ☆</p> <p>Meets Few Expectations</p>	 <p>Overall Score</p> <p>78.4</p> <p>Exceeds Expectations</p> <p>★ ★ ★ ★ ★</p>



Project Name

Utah International Academy

Project Dates

Fall 2021 - Spring 2022

Project Description

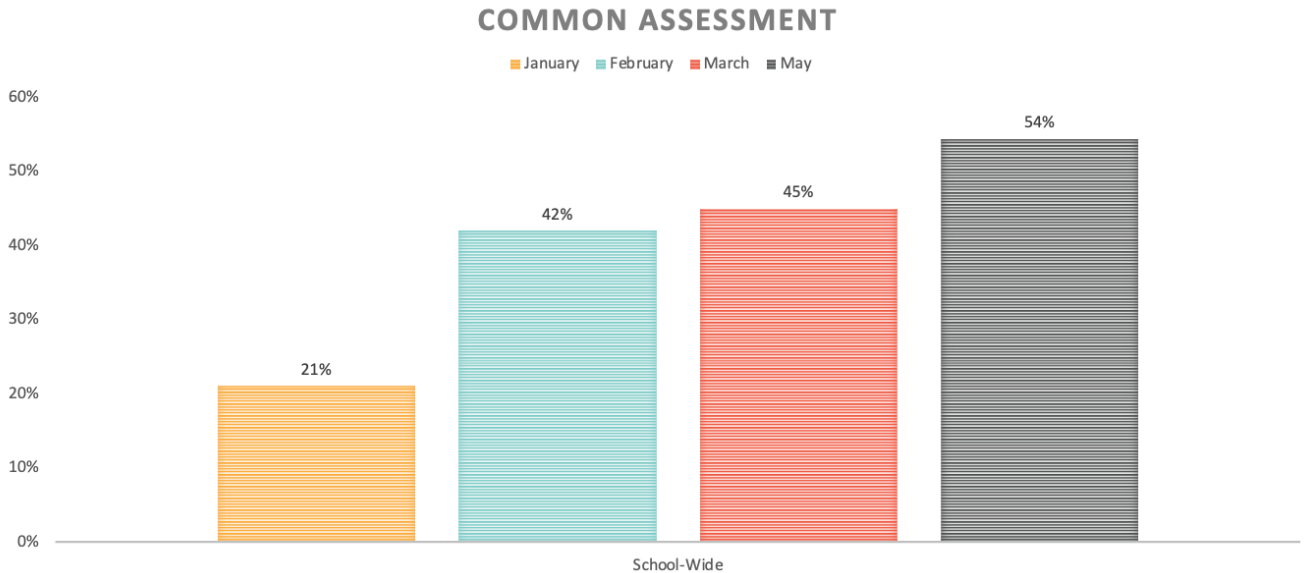
Utah International Academy serves 6th-12th grade refugee and immigrant students across the greater Salt Lake valley. Prior to working with us, the school had been labeled as “Critical Needs” in the Utah state accountability system and had been identified for state turnaround support since 2018. During the 2021-2022 school year, Chad Ransom was contracted as their turnaround coach. He conducted a comprehensive needs assessment and root cause analysis in the fall of 2021. This led to the co-creation of an integrated school improvement plan that met the needs of the state’s accountability system, while maintaining focus on essential outcomes. He provided ongoing leadership coaching and teacher professional development throughout the school year. At the end of the 2021-2022 school year, the school exited from turnaround status.

School Demographics

- Race and ethnicity – 92.7% minority: 62.8% Black or African-American; 18.3% Asian or Pacific Islander; 11% Hispanic/Latino; .5% American Indian
- Economically disadvantaged – 94%
- English as a Second language – 84%
- Student enrollment – 191 students 6th-12th grade
- Rural/Urban/Suburban – Urban

Results

Common Cohort Assessments—The primary strategy utilized by the school was the implementation of common assessments. This process incorporated teacher clarity to ensure appropriate levels of rigor, using collaborative teams to identify and implement common language development strategies, and a focus on student ownership and self-efficacy. As indicated by the chart below, averages scores across the school increased significantly as teams became clearer on the levels of rigor required to meet the standards and designed instructional sequences to support students' attainment of those standards.



Graduation Rates

